FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PIERCE HAMMOCK ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Dr. John Carvelli

SAC Chair: Beatriz Varnell

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 12/5/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. John Carvelli	Doctorate in Education	3	16	Roosevelt Full Service, 2008-10, 72%-90% AYP A School, Jupiter High School, 1999-2004 A School, Jupiter Middle School 1997-1999 Pierce Hammock Elementary, 2011-2012 "A" Rated School
Assis Principal	Christie Schwab	Masters of Education in Educational Leadership	4	4	"A" Rated School, Pierce Hammock Elementary School, 2008-2012
Principal					
Principal					

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include

history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
NA	NA	NA			NA

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. School District Recruitment (Job Fair)	Principal	ongoing	
2	2. Student Internships for University Students	Administration/Teacher	ongoing	
3	3. School District Educator Support Program	Assistant Principal/Teacher	ongoing	
4	4. Professional Learning Teams	Administration/Instructional Staff	ongoing	
5	5. Hire highly-qualified teachers and paraprofessionals	Principal	ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	N/A

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
48	2.1%(1)	14.6%(7)	45.8%(22)	33.3%(16)	29.2%(14)	100.0%(48)	8.3%(4)	6.3%(3)	75.0%(36)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
			Assist new teachers by

Christine Schwab Tracy Scott	Jenny Mustapick	ESP Contact and Kindergarten Grade Chair	acclimating them to the culture of the school, curriculum matters, frameworks, planning, instructional delivery and discipline

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

Provides immediate, intensive instruction (iii) in Reading to targeted students

Violence Prevention Programs

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs

School Food Service

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Required instruction listed in Florida Statute 1003.42(2), as applicable to appropriate grade levels.

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ESOL contact, school psychologist, classroom teacher and guidance counselor.
The principal provides a common vision for the use of data-based decision-making to ensure:
a sound, effective academic program is in place,
a process to address and monitor subsequent needs is created,
the School Based Team (SBT) is implementing RtI processes,
assessment of RtI skills of school staff is conducted,
fidelity of implementation of intervention support is documented,
adequate professional development to support RtI implementation is provided, and that
effective communication with parents regarding school-based RtI plans and activities occurs.

The RtI/Inclusion Facilitator will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

School staff will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1-Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.
The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.
* Problem Solving Model
The four steps of the Problem Solving Model are:
Problem Identification entails identifying the problem and the desired behavior for the student.
Problem Analysis involves analyzing why the problem is occurring by collecting data to determine
possible causes of the identified problem.
Intervention Design & Implementation involves selecting or developing evidence-based
interventions based upon data previously collected. These interventions are then implemented.
Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.
*Problem Solving & Response to Intervention Project 2008

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY 2012-2013 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.
Topics for discussion include, but are not limited to, the following:
FCAT scores and the lowest 25%, as well as learning gains for students in subgroups, strengths and weaknesses of intensive programs, mentoring, tutoring, and other services.

The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data:
Florida Comprehensive Assessment Test (FCAT)
Curriculum Based Measurement
Florida Assessment for Instruction in Reading for Kindergarten Students (FAIR)
FLKRS for Kindergarten Students
Palm Beach County Fall Diagnostics
Palm Beach Writes
K-4 Literacy Assessment System
Diagnostic Assessment for Reading (DAR)
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retentions
Absences

Midyear data:

Diagnostic Assessment for Reading (DAR)
Palm Beach County Winter Diagnostics
Palm Beach Writes
K-4 Literacy Assessment System

End of year data:
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes
Palm Beach County Spring Diagnostics
K-4 Literacy Assessment System

Frequency of required Data Analysis and Action Planning Days:
Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

The school will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:
Problem Solving Model, consensus building,Positive Behavioral Intervention and Support (PBIS),
data-based decision-making to drive instruction, progress monitoring, selection and availability of research-based interventions, and tools utilized to identify specific discrepancies in reading.

Individual professional and school-wide development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The school-based Literacy Leadership Team (LLT) is comprised of the following members: principal, assistant principal, SAI, RtI/Inclusion Facilitator, ESE, and grade chairs.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The school-based Literacy Leadership Team (LLT) will have input on PDD topics, participate in training for teachers, conduct training for teachers, and assist in the identification of students who require additional assistance.

What will be the major initiatives of the LLT this year?

A school-wide Reading Counts & Media Nights initiative will be continued. Fine Arts classes will support reading, math, and writing instruction through select activities. A comprehensive PDD calendar related to Next Generation/Common Core Standards, writing, reading,and math instruction will be utilized.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/10/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

NA

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

NA

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

NA

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

NA

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students achieving proficiency in reading will increase 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(89)	29%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited time in schedule	Utilize tutoring programs	Principal ESE Contact	Test results EDW reports	FCAT SSS Diagnostics
2	Budgetary constraints	Solicit PTO/SAC donations for resources	Principal	PTO outcomes	Final budget
3	Students needing additional reading time	DEAR time added to master schedule	Principal Assistant Principal	Master Schedule Test results	FCAT
4	Teachers needing time to teach core reading/writing program	90 minute literacy blocks included in schedule	Principal Assistant Principal	Master Schedule Test results Lesson Plan Checks	FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need

of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students achieving Level 4 and above in reading will increase 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (150)	47%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited time in schedule	Utilize tutoring program	Principal ESE Contact	Test results EDW reports	FCAT SSS Diagnostics
2	Budgetary constraints	Solicit PTO/SAC donations for resources	Principal	PTO outcomes	Final budget
3	Student Motivation	Sunshine State Readers Club	Club Sponsor	Reading Counts SRI scores	FCAT Diagnostics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students making learning gains in reading will increase 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (154)	71%

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited time in schedule	Utilize tutoring programs	Principal ESE Contact SAI RtI/Inclusion Facilitator	Test results EDW reports	FCAT SSS Diagnostics
2	Budgetary constraints	Solicit PTO/SAC donations for resources	Principal	PTO outcomes	Final budget

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	N/A

		Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Students in lowest 25% will increase reading proficiency by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (39)	71%

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited time in schedule	Utilize tutoring programs before and after school	Principal ESE Contact SAI RtI/Inclusion Facilitator	Test results EDW reports	FCAT SSS Diagnostics

| 2 | Budgetary constraints | Solicit PTO/SAC donations for resources | Principal | PTO outcomes | Final budget |
| 3 | Need for supplemental instruction/intervention during school day | SAI small group targeted instruction | SAI Teacher | Reading Running Records SRI Diagnostics | FCAT |

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	In six years, our school will reduce the achievement gap by 50%.
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	74	77	79	81	84	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The following supbroups did not meet 2012 reading targets: Asian, Black and White.All subgroups will meet 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Asian 32%, Black 47%, and White 23% not making satisfactory progress.	By 2013, 10% Asian, 34% Black, 19% White, will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited time in schedule	Utilize tutoring programs, SAI and Aftercare	Principal ESE Contact	Test results EDW reports	FCAT SSS Diagnostics
2	Budgetary constraints	Solicit PTO donations for resources	Principal	PTO outcomes	Final budget

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	ELL students will meet 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% ELL students not making satisfactory progress.	By 2013, 48% will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Limited time in schedule	Utilize tutoring programs	Principal ESE Contact	Test results EDW reports	FCAT SSS Diagnostics
2	Budgetary constraints	Solicit PTO donations for resources	Principal	PTO outcomes	Final budget

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	SWD will meet 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% students not making satisfactory progress.	By 2013, 43% will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited time in schedule	Utilize tutoring programs	Principal ESE Contact	Test results EDW reports	FCAT SSS Diagnostics
2	Budgetary constraints	Solicit PTO donations for resources	Principal	PTO outcomes	Final budget

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Economically disadvantaged students will meet 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% not making satisfactory progress.	By 2013, 32% will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited time in schedule	Utilize tutoring programs	Principal ESE Contact	Test results EDW reports	FCAT SSS Diagnostics
2	Budgetary constraints	Solicit PTO donations for resources	Principal	PTO outcomes	Final budget

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano Art & Science of Teaching Instructional Evaluations	K-5	Principal	All teachers	ongoing	lesson plan checks, observations, walk-throughs,, i-observation reports	Principal
EDW Reports	K-5	EDW Team	Content Area Teachers	Sept. 2012	use of reports to plan instruction	Principal, Assistant Principal
Common Core Standards	K-1	District training	K-1 Content Teachers	Pre-school and ongoing	LTMs, Grade Level meetings	Principal Assistant Principal
Content area-specific training	K-5	District Pre-School Trainings	All teachers	Pre-School	LTMs, Grade Level meetings	Principal Assistant Principal
School Grade/FCAT Data	K-5	Principal	All teachers	Pre-School Faculty Meeting	Diagnostics	Principal
PD Team currently planning according to needs assessment						

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutorial and Enrichment programs	Student workbooks and teacher supplement	SAC	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Marzano Effective Teaching strategies. District-based pre-school training.			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	CELLA proficiency in listening/speaking will increase 2%.

2012 Current Percent of Students Proficient in listening/speaking:

67% (6)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited in time in schedule Budgetary Contraints	Utilize tutoring programs Solicit PTO/SAC donations for resources	Principal ESOL Contact Principal	Test Results EDW Reports PTO Outcomes	FCAT SSS Diagnostics CELLA results Final Budget

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	CELLA proficiency in reading will increase 2%.

2012 Current Percent of Students Proficient in reading:

56% (5)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited in time in schedule Budgetary Constraints	Utilize tutoring programs Solicit PTO/SAC donations for resources	Principal ESOL Contact SAI Facilitator Principal	Test Results EDW Reports PTO Outcomes	FCAT SSS Diagnostics CELLA results Final Budget

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	CELLA proficiency in writing will increase 2%.

2012 Current Percent of Students Proficient in writing:

44% (4)

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Limited in time in schedule	Utilize tutoring programs	Principal ESOL Contact	Test Results EDW Reports	FCAT SSS Diagnostics CELLA results
	Budgetary Constraints	Solicit PTO/SAC donations for resources	Principal	PTO Outcomes	Final Budget

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Students achieving proficiency in math will increase 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (109)	35%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adaptation to Next Generation/Common Core Standards	Identify gaps between old and new standards	Principal Assistant Principal Grade Chairs	Data chats Lesson plans	FCAT SSS Diagnostics
2	Implementation of new Go Math curriculum	Professional Development	Principal Grade Chairs	Lesson plan checks, classroom walk-throughs and observations	FCAT SSS Diagnostics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students achieving above proficiency in math will increase 2%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (107)	34%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adaptation to Next Generation/Common Core Standards	Identify gaps between old and new standards	Principal Assistant Principal Grade Chairs	Training logs Lesson plans	FCAT SSS Diagnostics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A

2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Students making learning gains in math will increase 2%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (152)	70%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adaptation to Next Generation/Common Core Standards	Identify gaps between old and new standards as well as offer tutorial programs	Principal Assistant Principal Grade Chairs ESE Contact	Training logs Lesson plans	FCAT SSS Diagnostics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	N/A

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students in lowest 25% will increase math proficiency by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (34)	62%

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Adaptation to Next Generation/Common Core Standards</td><td>Identify gaps between old and new standards as well as offer tutorial programs</td><td>Principal Assistant Principal Grade Chairs ESE Contact</td><td>Training logs Lesson plans</td><td>FCAT SSS Diagnostics</td></tr>
</table>

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # In six years, our school will reduce the achievement gap by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67	70	73	76	79	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need

of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The following subgroups did not meet 2012 Math targets: Asian, Black and White.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% Asian, 53% Black, 31% White not making satisfactory progress.	By 2013, 20% Asian, 47% Black, 27% White will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Budget constraints	Utilize tutorials	ESE Contact Teachers	SSS Diagnostics	FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	ELL students will meet 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% not making satisfactory progress.	By 2013, 52% will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Budget constraints	Utilize tutorials	ESE Contact Teachers	SSS Diagnostics	FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Students with Disabilities will meet 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% not making satisfactory proress in Math.	By 2013, 51% will not be make satisfactory progress.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Budget constraints	Utilize tutorials	ESE Contact Teachers	SSS Diagnostics	FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Econimically Disadvantaged students will meet 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% not making satisfactory progress.	By 2013, 37% will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Budget constraints	Utilize tutorials	ESE Contact Teachers	SSS Diagnostics	FCAT

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math achievement and growth	Math K-5	Administration and Marzano team	Math content area teachers	Fall-Spring 2012-2013	Data analysis of Fall and Winter Diagnostic	Principal Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutorial and enrichment programs	Student workbooks and teacher pay	SAC	$1,200.00
			Subtotal: $1,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
Saturday Math Cham Annual Math Games	math supplies and materials	SAC	$400.00
		Subtotal:	$400.00
		Grand Total:	$1,600.00

End of Mathematics Goals

Elementary and Middle School Science Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Students achieving Level 3 proficiency in science will increase 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (50)	46%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Budgetary constraints for hands-on science explorations	Re-direct resources to science	Principal Grade Chair	Lesson plans	FCAT SSS Diagnostics
2	Implementing new Science Fusion series	Professional Development	Principal Assistant Principal Grade Chairs	LTMs, grade level meetings	FCAT SSS Diagnostics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students achieving Level 4 and above proficiency in science will increase 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (24)	23%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Budgetary constraints for hands-on science explorations	Re-direct resources to science	Principal Grade Chair	Lesson plans	FCAT SSS Daignostics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Science achievement and growth	4th and 5th grade Science	District	4th and 5th grade Science Teachers	Pre-School, Fall, Spring 2012-2013	Fall and Winter Diagnostics	Principal Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutorial and enrichment programs.	teacher resources and pay	SAC	$600.00
			Subtotal: $600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science labs	Science lab materials and supplies		$300.00
			Subtotal: $300.00
			Grand Total: $900.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Students achieving Level 3 and above in writing will increase 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
93% (108)	95%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited time to concentrate on writing as a single subject/class	Integrate writing across the curriculum	Assistant Principal	Classroom walkthroughs Lesson plans	Palm Beach Writes FCAT Writes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
0% (0)	N/A	

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Proficiency	Grades 1,2,4,5 Writing	District	Grade 1,2,4,5 teachers	Fall and Spring 2012-2013	PB Writes Data Analysis	Gradel Level Principal Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutorial and enrichment programs	Teacher resources and pay	SAC	$900.00
		Subtotal: $900.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Saturday Writing Camp	Supplies and materials	SAC	$200.00
		Subtotal: $200.00	

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Increase attendance rate by 6%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
76% (669 enrollment)	82%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
158	148
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
74	70

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental support	Parent notification letter sent on day 3 of school making attendance a priority, ongoing missed class notifications, school-wide dialer calls	Principal Attendance Clerk Individual teachers	Outcomes	EDW Report RXOOK0197
2	Unexcused Absences	Phone call to parent, letters, certificate for Perfect Attendance	Principal Attendance Clerk	Attendance Reports	EDW Report RXOOK0197
3	Excessive Tardies	Parent must sign in late arrivals, letters home	Attendance Clerk	Reports	EDW Report RXOOK0197

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Welcome Back 8/14/12 meeting and attendance goals	K-5	Dr. Carvelli	All Staff	2012-2013 school year	monthly monitoring of attendance rates	Dr. Carvelli

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Decrease number of suspensions.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
3 (670 enrollment)	2
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
3	2
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

25	24
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
16	15

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental Support	School-Wide Discipline Plan provides consistency in administrative referrals	Principal Assistant Principal Teachers	Decrease in number of suspensions	Suspension reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Increase parent volunteer hours from 3,888.50 to 4,000 by June 2013 as reported through VIPS.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
3,888.50 volunteer hours	4,000 volunteer hours

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	More opportunities for parents to be involved	Hold events at night: Curriculum Night, Media Nights, Sweet Night of Success (FCAT Goals), Math Games Night, musical performances	Principal Assistant Principal	Numbers of parents attending, sign-in sheets	Parent sign-in sheets
2	More parents cleared to volunteer	Encourage parents to register early at Open House, Curriculum Night. Include info. in school newsletter.	Volunteer coordinator all teachers front office staff	VIPS reports	VIPS Reports
3	Communication with parents	school/teacher newsletters, marquee, phone dialers, school website/edline, parent conferences	administration teachers	VIPS reports	VIPS Reports Sign-in sheets
4	Maintaining high standards in parental involvement	Working towards remaining the Five Star Award	Five Star Coordinator Principal	Five Star Award approval	Five Star Award

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Tutorial and Enrichment programs	Student workbooks and teacher supplement	SAC	$1,000.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	Tutorial and enrichment programs	Student workbooks and teacher pay	SAC	$1,200.00
Science	Tutorial and enrichment programs.	teacher resources and pay	SAC	$600.00
Writing	Tutorial and enrichment programs	Teacher resources and pay	SAC	$900.00
				Subtotal: $3,700.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	N/A	N/A	N/A	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Marzano Effective Teaching strategies. District-based pre-school training.			$0.00
CELLA	N/A	N/A	N/A	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	N/A	N/A	N/A	$0.00
Mathematics	Saturday Math Cham Annual Math Games	math supplies and materials	SAC	$400.00
Science	Science labs	Science lab materials and supplies		$300.00
Writing	Saturday Writing Camp	Supplies and materials	SAC	$200.00
				Subtotal: $900.00
				Grand Total: $4,600.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꭍ Priority	ꭍ Focus	ꭍ Prevent	ꭍ NA

Are you a reward school: ꭍ Yes ꭍ No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 8/28/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the

statement above by selecting "Yes" or "No" below.

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The SAC is committed to supporting academic growth at Pierce Hammock in a balanced manner. They are providing generous support for Reading, Math, Science nad Wrting tutoring, which will have a direct effect on student achievment. Additionally, they are providing funds for supplies for science labs, Writing and Math Camp, and Math Games Night. This also has an impact on student learning. Technology support in the form of printer purchases for teacher use was also given by the SAC.	$4,600.00

Describe the activities of the School Advisory Council for the upcoming year

-Collaborating to meet school's goals and mission.
-Updating the SIP as needed.
-Participating in accreditation process.
-Voting to spend funds to support SIP goals.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District
PIERCE HAMMOCK ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	83%	96%	65%	332	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	74%	52%			126	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	53% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					578	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District
PIERCE HAMMOCK ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	89%	90%	76%	345	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	76%	70%			146	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	64% (YES)			133	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					624	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested